DOCUMENT RESUME

ED 137 597 CE 010 676

TITLE	Understanding the Guidelines for the Rehabilitation Act of 1973 on Evaluating Rehabilitation Potential of the Severely Handicapped: Vocationally Related Components.
INSTITUTION	West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.
SPONS AGENCY	Rehabilitation Services Administration (DHEW), Washington, D.C.; West Virginia State Board of Vocational Education, Charleston. Div. of Vocational Rehabilitation.
PUB DATE	[75]
GRANT	45-P-81043-3-01
NOTE	102p.; For related documents see CE 010 676-678
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Client Caseworkers; Counselors; Diagnostic Tests; Educational Programs; Evaluation Methods; Guidelines; Information Needs; *Program Evaluation; *Program Planning; *Psychological Testing; Psychological Tests; *Rehabilitation Counseling; Resource Materials; *Severely Handicapped; *Vocational Counseling
IDENTIFIERS	Rehabilitation Act of 1973

ABSTRACT

This publication addresses one of the significant and critical characteristics of an effective rehabilitation counselor: the awareness of the various kinds of strategies and information that are available to him and the client for decisionmaking. Five sections are included after the introductory section, which briefly discusses evaluation of rehabilitation potential, the preliminary diagnostic study, the thorough diagnostic study, and extended evaluation of the client. Sections are titled Psychological Testing and Evaluation of Rehabilitation Potential, How to Develop and Establish a Training Program on Psychological Testing, The Counselor's Checklist for Reviewing Vocational Evaluation Programs, The Work Sample Approach in Vocational Evaluation, and Counselor Resources for Vocational Evaluation. The appendix provides a list of 44 questions which can be used as a checklist for the vocational evaluator, the vocational evaluation program, and the vocational evaluation process. (SH)

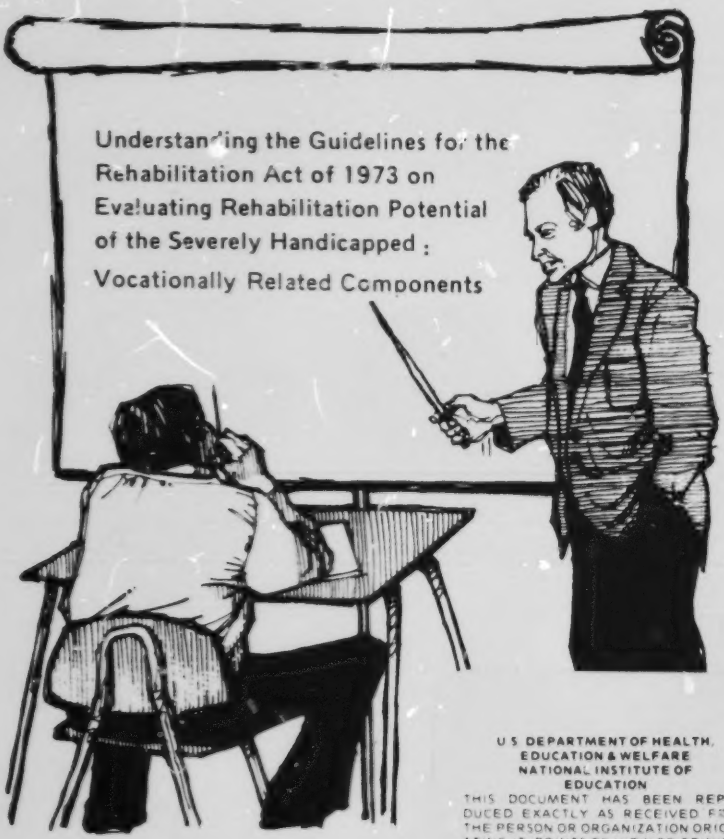
****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED137597

185-00

CE

Understanding the Guidelines for the Rehabilitation Act of 1973 on Evaluating Rehabilitation Potential of the Severely Handicapped: Vocationally Related Components



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 010 676

RESEARCH AND TRAINING CENTER

WEST VIRGINIA REHABILITATION CENTER · INSTITUTE, WEST VIRGINIA 25112

Contributors

West Virginia Research and Training Center Project Staff

Raymond Sankovsky
Kathryn B. Greever
Alice H. Randolph
Linda Fetzer
Lawrence Markey
Connie Welch
Sheila Lauda
Gene Crediford
K. Paige Miller
Joseph LaRocca

These materials were supported in part by Grant 45/P-81043/3-01 from Social and Rehabilitation Services, Department of Health, Education, and Welfare to the West Virginia Division of Vocational Rehabilitation.

TABLE OF CONTENTS

Section I — Introduction 1

Section II — Psychological Testing and Evaluation of Rehabilitation Potential 9

Section III — How to Develop and Establish a Training Program on Psychological Testing 41

Section IV — The Counselor's Checklist for Reviewing Vocational Evaluation Programs 59

Section V — The Work Sample Approach in Vocational Evaluation 75

Section VI — Counselor Resources for Vocational Evaluation 89

Appendix A 95

SECTION I

Evaluating Rehabilitation Potential of the Severely Handicapped

INTRODUCTION

In its broadest sense, evaluation of rehabilitation potential entails the identification, collection, analysis, assessment and interpretation of information concerning a rehabilitation client that will enable the counselor and the client to make critical decisions regarding the client's eligibility for vocational rehabilitation services. If the client is found eligible, it further involves the detailing of the client's potential vocational goal and the necessary intermediate objectives and services required to achieve the client's total rehabilitation.

In this sense, the evaluation of rehabilitation potential for the severely handicapped is not a process that is different in "kind" from traditional evaluation, but rather is different with regard to "extent". For these more difficult cases, more information is required to make decisions. One natural consequence of needing more information is the need for more time to reach decisions. With the extension of information and time, a third factor loom significantly: the ability to coordinate the information into a program of service.

Three significant and critical characteristics of an effective rehabilitation counselor, with regard to evaluation of rehabilitation potential, are:

1. The counselor should be aware of the various kinds of strategies and information that are available to him and the client for decision-making.

2. The counselor should discipline himself to collect a broad range of date before he and the client attempt to develop and define the client's program of service.

3. The counselor should be able to see the various relationships and establish patterns and an overall unity of programs from the available strategies and information.

This publication addresses the first of these characteristics, awareness of information and strategies. Further, it provides vocationally related information and strategies only and does not attempt to explore the ramifications of medical and physical restoration services.

The second characteristic dealing with the counselor's discipline to collect a broad range of data, is an experiential one. New counselors in evaluating rehabilitation potential will probably collect more information than is necessary to make critical decisions. As the counselor becomes experienced in the process of data collection and decision-making, he will learn to collect the information that bears the most significant relationship to vocational goals and outcomes. Feedback through client contact provides the counselor with the necessary monitoring to reinforce his judgments and to provide strategies and patterns for successful rehabilitation.

The third characteristic, (visualizing relationships and establishing a pattern and unity of program from the available strategies and information) is partly an experiential and partly an educational process. Neither can be handled adequately in this publication.

Based on the counselor's need-to-know, this is a logistic and informational publication that focuses on a few critical areas in the evaluation of rehabilitation potential. These areas include: an overview of evaluation of rehabilitation potential, psychological testing, work sample systems, an approach to reviewing vocational evaluation programs, and counselor resources for vocational evaluation.

Evaluation of Rehabilitation Potential

The term "Evaluation of Rehabilitation Potential" has two fundamental interpretations: First, it is an evaluation to determine whether the individual actually has rehabilitation potential. Second, it is an evaluation to determine the procedures, direction, and services necessary to achieve total rehabilitation, if the individual is determined eligible for vocational rehabilitation.

Federal regulations for the 1973 Rehabilitation Act state:

> In order to determine whether any individual is eligible for vocational rehabilitation services, there shall be a preliminary diagnostic study which shall be sufficient to determine:

1. Whether the individual has a physical or mental disability which for such individual constitutes or results in a substantial handicap to employment; and

2. Whether vocational rehabilitation services may reasonably be expected to benefit the individual in terms of employability, or whether an extended evaluation of rehabilitation potential is necessary to make such a determination. (Sec. 401.34)

Preliminary Diagnostic Study

The Preliminary Diagnostic Study is the counselor's tool for determining client eligibility.

There are three outcomes of the Preliminary Diagnostic Study:

1. The client is found eligible.

2. The client is found ineligible.

3. There is insufficient evidence for determining eligibility and the client is placed in extended evaluation.

The Preliminary Diagnostic Study is conducted in Status 02, and it begins the day the client formally applies for services. It terminates when the client and the counselor have sufficient information to determine eligibility and ineligibility for VR services.

If the client is found eligible, the case is moved to Status 10 for program development. If the client is found ineligible, the case is transferred to Status 08, closed from referral or applicant status. Should the client and counselor have insufficient information to make a determination, the case is transferred to Status 06, in Extended Evaluation.

The Counselor in the field conducts the Preliminary Diagnostic Study using whatever resources are available.

Thorough Diagnostic Study

Once the client has been determined eligible for Vocational Rehabilitation services, the counselor's task is to develop the client's program of rehabilitation services. Much of the information from the Preliminary Diagnostic Study will be used in the Thorough Diagnostic Study. According to Federal Regulations, the Thorough Diagnostic Study will, as appropriate in each case:

> Determine the nature and scope of services needed by the individual, which will consist of a comprehensive evaluation of pertinent medical, psychological, vocational, educational, and other related factors which bear on the individual's handicap to employment and rehabilitation needs. . . . The Thorough Diagnostic Study will include, in all cases to the degree needed, an appraisal of the individual's personality, intelligence level, educational achievements, work experience, personal, vocational and social

> adjustment, employment opportunities, and other pertinent data helpful in determining the nature and scope of services needed. . . .as appropriate for each individual, an appraisal of the individual's patterns of work behavior, his ability to acquire successful job performance including the utilization of work, simulated or real, to assess the individual's capabilities to perform adequately in a work environment. (Sec. 401.35)

These requirements for the Thorough Diagnostic Study emphasize three major skills the counselor needs in order to make appropriate decisions:

1. The counselor's skill in the utilization of psychological testing can be either purchased or provided directly by the counselor. The critical factor is that the counselor must be able to understand and interpret the results of psychological testing as he and client are to jointly develop a program of rehabilitation services.

2. The counselor's thorough knowledge of services provided in rehabilitation facilities and evaluation centers, and his skill in identifying which can provide the information needed to plan for a vocational goal.

Although attempts are being made by various states to establish vocational evaluation units within the district or local offices, the scope and detail of the services required by the

Thorough Diagnostic Study generally requires the use of a rehabilitation facility, evaluation center, industrial or business setting for trial employment, or a workshop.

3. The counselor's skill in diagnostic interviewing so that he can adequately and correctly gather social and family information; information not otherwise documented in educational, work experience, and medical records; and information on the client's interests and leisure activities.

The information derived from the Thorough Diagnostic Study is the basis for the client's Individualized Written Rehabilitation Program (IWRP). (For additional information on the IWRP, see "Understanding the Guidelines for the Rehabilitation Act of 1973 on Individualized Written Rehabilitation Program: Training Guide for Rehabilitation Counselors", Research and Training Center, Institute, West Virginia 25112, 1974.)

Extended Evaluation

What about the client who is marginal or for whom there is not enough information to determine eligibility? In this case, the counselor may elect Extended Evaluation, which is conducted while the client is in Status 06. It is an in-depth exploration of the client's rehabilitation potential using whatever rehabilitation services are necessary. Extended evaluation will, in most cases, be provided in a rehabilitation facility, workshop, or evaluation center. The Extended Evaluation period, from the date of certification for this service, shall not exceed a single 18-month period of time.

Summary

The 1973 Rehabilitation Act provides a new emphasis on the counselor's responsibility in evaluating the rehabilitation potential of his clients. The counselor has become more of a counselor-evaluator, with a change in focus from the routine purchase, coordination and integration of rehabilitation services to diagnostic and therapeutic services.

In reality, the counselor cannot be "all things to all people", and the additional responsibilities that are now mandated must be carefully integrated into his traditional program of service. In-service training and staff development in Vocational Rehabilitation agencies must become a viable resource for rehabilitation counselors if they are to achieve the established objectives.

Information is a vital component of any education or training process. This publication is intended as an informational resource and a stimulus for the development of new strategies and procedures. Only a few selected areas are covered in this publication. There are many others that need to be addressed by state agencies, for example: the entire physical medicine and physical restoration component, job analysis, job placement, the dictionary of occupational titles, community resources, the consumer, post-employment services, diagnostic interviewing, and telecommunications.

SECTION II

Psychological Testing and Evaluation of Rehabilitation Potential

TESTING STRATEGY

Let us set up a hypothetical situation: You have just been hired as a research assistant for a Research and Development program. You have been asked to explore the possibility of developing a system or methodology to determine vocational potential and vocational goals for rehabilitation clients. You cannot use job or work samples, trial employment or on-the-job evaluation. You are restricted to the use of psychological tests and there is no psychologist available to do your testing. Remember, you are to establish a system or methodology for evaluating the vocational potential of rehabilitation clients. Where would you start?

Let's begin at the most logical place. What are some of the characteristics of the client that you will try to identify?

"Interest"

You're right, that's one. What the client is interested in doing is one of the significant factors in helping to identify a vocational goal. Now what?

"Well, if he's interested in doing something, that's not enough. He also must have the ability to do it."

Right again, and how do we measure this ability?

"Well, I guess one way would be to look at the client's general learning ability, intelligence, or his ability to 'catch on' to things."

That's right. General learning ability or intelligence is another significant client characteristic you'll need to measure. What next?

"Well they always say 'nothing succeeds like success' and 'past performance is a good indicator of future performances', so I guess what the client has learned in the past is also important to know".

You're right. This is called achievement and is another significant client characteristic in the development of vocational goals. Let's go on. What other characteristics would you consider important?

"Well, what about the individual who has a knack for doing things? You know some people just naturally work well with their hands and others are all thumbs when it comes to doing things".

You're right again, and this time you've hit upon a host of talents or knacks that are usually called aptitudes. Many general aptitude factors have been identified but let's look at those that seem to be the most important. There's:

Numerical Aptitude — the ability to perform arithmetic operations quickly and accurately.

Verbal Aptitude – the ability to understand the meaning of words and ideas associated with them.

Spacial Aptitude – the ability to think visually of geometric forms and relationships resulting from the movement of these forms in space.

Form Perception – the ability to perceive detail in objects or in pictorial or graphic material, and the ability to make visual comparisons and discriminations.

Clerical Aptitude – the ability to perceive pertinent detail in verbal or tabular material, or to observe differences in copy, and to avoid perceptual errors in writing or math.

Motor Coordination – the ability to coordinate eye and hand or fingers rapidly and accurately in making precise movements with speed.

Finger and Manual Dexterity – the ability to move fingers rapidly or accurately, and the ability to move the hands easily and skillfully in placing things and turning motions.

What other client characteristics would you consider significant for identifying a potential vocational goal?

"Let's see, we have someone who's interested, he's got the ability to learn the job, and he has all the talent he needs to make it — I guess that's it!"

Well, not quite, but it's close. What if the individual has some personal problems, like he just doesn't get along with other people? Or what if he has some emotional problems, like not being able to work under stress?

"You're right this time. If a guy is afraid of heights, he sure better not try to become an airplane pilot! "

Here we are dealing with personality or adjustment characteristics. There is a very important consideration when we talk about personality and adjustment characteristics in relation to identifying vocational potential. The terms "personality" and "adjustment", because of their association with psychiatrists and psychologists, tend to imply pathological conditions. You will recall that our primary objective is to develop a system to determine vocational goals for rehabilitation clients. The assumption here is that the clients can function in a normal work situation, so we are talking about psychological problems that are not severe but need to be considered in the overall vocational planning.

"You know this all makes sense, but I think your problem is over. When I was hired for this job, I took some tests called the General Aptitude Test Battery (GATB). There wasn't an interest inventory built in, but I remember the counselor exploring my interests. I didn't take a personality test either, but I had the feeling he was sizing me up. Just about all the characteristics we have been talking about are covered in the GATB."

You are only partially right this time. For some rehabilitation clients, the GATB is quite adequate to explore potential vocational areas, but what about a client who can't read or who reads below the 5th or 6th grade level? What about a

blind client or a deaf client? What about the person with epilepsy who is on heavy sedation with his thinking and motor processes slowed down. Or what about a cerebral palsied client who just can not coordinate his movements to make the strokes and responses fast enough to answer all the questions he really knows? Do you remember standing in front of the pegboard test? It would really be different if you were in a wheelchair. So you see the GATB can be a partial solution to your problem, but it's not the complete answer.

"Well, why can't we just use those parts of the GATB that are appropriate; at least we would have something?"

It's not that easy. The GATB is a coordinated battery. In order to come up with a potential vocational objective using the GATB, several of the individual test scores are used to form occupational aptitude patterns. Furthermore, the administration of GATB is controlled by the Employment Service and fragmentation of the battery is not allowed.

"Well I guess what we need to do when the GATB can't be used by certain clients, is to find individual psychological tests for each of the characteristics, e.g., interest, learning ability, achievement, aptitudes and personal adjustment. Then we can set up our own battery making sure that these tests can accommodate the particular problem of the rehabilitation client."

That about sums up what psychological testing in rehabilitation is all about. Identify and select those tests that will accommodate the client's problems and still measure his interests, general learning ability, achievement, aptitudes, personality and adjustment.

If a client cannot read or reads at a low grade level, there are non-verbal interest tests and tests of general learning ability that can be used. There are tests specifically designed for the blind, deaf and the mentally retarded, and many standardized tests have been modified for use with the deaf or blind. It is true that you lose something when you pick and choose from an assortment of tests that you then match to the client's problems. You lose the overall structured design of the GATB which yields potential vocational goals in the form of occupational aptitude patterns.

This is where the rehabilitation counselor's skill comes in. It is his responsibility to tie together the findings of these separate tests into a unifying pattern of vocation potential for the individual client. The words individual client should be stressed because a standard battery of tests for rehabilitation clients is not available. If he uses psychological testing for identifying potential vocational goals, the counselor must have a basic knowledge of testing philosophy and of terms such as standardization, normal distribution, validity, reliability, and correlation. He must also be aware of the many tests that are available, their strong points and their weak points, and how these tests can best be applied to working with rehabilitation clients.

An excellent resource publication in this area, written especially for the rehabilitation counselor, is "How to Select, Administer and Interpret Psychological Tests" by Dr. Joseph B. Moriarty, West Virginia Research and Training Center, Institute, West Virginia 25112.

Selecting Psychological Tests

Now that we have a strategy or a design for testing, let's take a look at some of the tests that can be used in each of the areas. There are approximately 3,000 psychological tests in print, and to pick and choose from this assortment can be quite time-consuming and frustrating.

Several studies have attempted to identify the psychological tests usually used in rehabilitation facilities for vocational evaluation purposes. Certain tests appear over and over again, but there is no complete list of psychological tests for use with the handicapped in evaluating their rehabilitation potential.

Psychologists and psychometrists who work with rehabilitation clients rely on certain tests through repeated usage, but the battery of tests employed by one psychologist probably will differ from that of another psychologist. Some tests are used routinely. The Wechsler Adult Intelligence Scale (WAIS) is probably the most frequently cited test of general learning ability used in testing rehabilitation clients. When we look at interests, aptitudes, personality, and achievement, the range of tests used would be much broader.

The inclusion of a test on the following list should not be considered as an endorsement for its use, but as a suggestion for exploration, as it is one of the most commonly used tests in the vocational evaluation of rehabilitation clients. Absent from this list are individually administered tests of intelligence and personality that require special training and certification for administration and interpretation. These tests go beyond the testing capabilities and competencies of most rehabilitation counselors and vocational evaluators and can be purchased through a psychological evaluation. The focus list is to identify

psychological tests which can be used with a minimum of training in psychological testing, and which can be used by the rehabilitation counselor for determining vocational potential. The restrictions, requirements, and standards for administration and interpretation of psychological tests have been established by the American Psychological Association.

Level A tests can be administered, scored, and interpreted with the aid of the test manual by responsible individuals without a background in psychological testing.

Level B tests require some technical knowledge of test construction, statistics, individual differences, and guidance. These tests can be administered and interpreted by individuals who have the appropriate training in psychological testing.

Level C tests require a substantial background in testing, related psychological study and a supervised experience in the use of these tests. They can only be administered by members of the American Psychological Association or by individuals with at least a Master's Degree in Psychology who have one year of supervised experience in psychological testing. Level C tests typically include those administered individually which require the use of clinical judgments during the administration of the test. The individual intelligence tests and most of the personality tests and inventories come under this level.

Most of the tests listed below are Level A and Level B and can be administered and interpreted by most rehabilitation counselors. The Level C tests are included for informational purposes only.

Psychological Tests

Reading and Vocabulary

One major characteristic that we alluded to previously but did not specifically detail is *reading*. Most paper and pencil psychological tests require betwen a seventh and eighth grade reading level. For example, the General Aptitude Test Battery (GATB) so commonly used for counseling and vocational exploration has 7th grade reading level. An individual's test scores would grossly misrepresent his true vocational potential if his reading level prevented him from responding to questions to which he knew the answers.

One of the cardinal rules of psychological testing is, if paper and pencil tests are to be administered, to first determine the reading level. Subsequent tests can then be selected to conform to the client's reading level.

Gates-MacGinitie Reading Test

The Gates-MacGinitie reading test is one of the most frequently used tests in vocational evaluation programs for identifying reading skills. There are seven forms of the test (A to F) which can pinpoint reading levels from grades 1 through 12.

In general, the Gates-MacGinitie explores Vocabulary, Speed and Accuracy, and Comprehension. The subtest for Speed and Accuracy for grades 2.5 and higher was designed to test "how rapidly students can read with understanding." The Comprehension subtest is intended to measure "the students' ability to read complete prose with understanding." This subtest can be administered individually or in groups.

If this test, or one of the many other reading tests, is administered to a client and scored prior to the administration of other psychological tests, the counselor should have an understanding of the client's reading level and skills. Subsequent paper and pencil tests can then be identified at the appropriate reading level.

One quick check on an individual's reading level is through the use of the newspaper. Most newspapers are written at about the 5th or 6th grade level. If a client cannot read adequately a selection of items from a newspaper, the chances are the client will have problems with the directions and questions on a paper and pencil test.

Gray Oral Reading Test

The *Gray Oral Reading Test* is administered individually. The client reads short passages aloud. Reading time, types of errors, and responses to comprehension questions are recorded for interpretation. The test objectives are to provide an objective measure of growth in oral reading from early first grade to college, in addition to the diagnosis of reading difficulties. Grade equivalents for reading can also be obtained as part of the *Wide Range Achievement Test* which will be reviewed later.

Vocational Interest Surveys

The value of the vocational interest survey or inventory has been questioned by some. Why can't you just ask a rehabilitation client what his interests are, or what he would like to do?

There are several problems in vocational rehabilitation relating to identifying potential client interests. The typical rehabilitation client has had very limited exposure to the world of work. He is

not familiar with the broad scope of available employment situations. In addition, there are frequently physical or mental restrictions that may preclude employment in the area of the client's interest. Another related problem is the unrealistic vocational aspirations of either the client or the client's family.

Vocational interest surveys provide the rehabilitation counselor with preliminary information to begin planning for the vocational goal. Major discrepancies between the client's verbalized interests and the interests identified in the surveys, might indicate parental or family influence, or perhaps a lack of information about the world of work. It is not unusual for a client to fix on one vocational objective. This 'locking in' is difficult to work with, especially if the vocational objective is not a realistic expectation. One value of vocational interest surveys lies in their potential for providing the client with new insights into the world of work which can be helpful in identifying and documenting a vocational goal and intermediate objectives to arrive at the goal.

Many interest inventories are constructed using psychological traits, e.g., an interest in mechanical things. One interest inventory has been empirically derived by matching the pattern of the individual's interests with the interest patterns of successful people in a variety of fields, the theory being that people in the same vocation will most likely share the same pattern of interests. Rehabilitation is not concerned with patterning interests after other groups but with accounting for physiological, mental and emotional problems in relation to the individual's aspirations.

Interest inventories should be selected on the basis of their output not on availability, low cost or time required for administration. It is the counselor's responsibility to become familiar with the output of an interest test before using it.

Kuder General Interest Survey (KGIS)

The KGIS is a revision of the well-known Kuder Preference Record - Vocational, Form C. The KGIS and the original Kuder are very similar in structure, format, and interpretation. The KGIS is a downward extension of the former inventory, and is available in self-scoring form. It can be used as a group test or administered individually, and the directions are self-explanatory. The inventory can be used with deaf clients if their reading level is adequate. Since the test is not timed, it can be orally administered to the blind and to persons with other handicapping conditions that prevent a physical response.

Final scores are in the form of a profile covering outdoor, mechanical, occupational, scientific, persuasive, artistic, literary, musical, social service, clerical, and verification areas of interests. The administrator's manual provides a more detailed classification of occupations according to the above major interests.

Kuder Occupational Interest Survey (KOIS)

The KOIS contains the same items as the original Kuder Preference Record - Occupational, but is is scored differently. Final scores yield 106 scales for male and 84 scales for female. The survey can be administered individually or in groups, but it must be submitted for machine scoring. The reading level is at or above the 7th grade.

Ohio Vocational Interest Survey (OVIS)

The OVIS is a relatively new test and has not been used extensively in vocational evaluation. The survey requires an 8th grade reading level but it can be administered orally. The survey must be mailed for machine scoring.

The purpose of the OVIS, as noted by the authors, is "to help students to understand their interests and relate them to the world of work. . . . The instruments should be assessed in terms of how well it helps students, parents, and counselors to develop realistic plans for the future."

The OVIS has a direct link to the Dictionary of Occupational Titles through the Data-People-Things values for the 114 worker trait groups. The 24 homogeneous interest scales of the OVIS are:

- Manual work
- Machine work
- Personnel services
- Caring for people and animals
- Clerical work
- Inspecting and testing
- Crafts and precise operations
- Customer services
- Nursing and related technical services
- Skilled personal services
- Training or instructing
- Literary
- Numerical
- Appraisal
- Agriculture
- Applied technology
- Promotion and communication
- Management and supervision
- Artistic
- Sales representatives
- Music
- Entertainment and performing arts
- Teaching counseling and social work
- Medical

Although there are many technical questions to resolve concerning the OVIS, the practical kinds of information yielded and its relationship to the Dictionary of Occupational Titles, provides the counselor with a realistic tool to explore the vocational interests of rehabilitation clients.

Strong Vocational Interest Blank for Men and Women (SVIB)

The SVIB is one of the oldest and most scientifically developed interest surveys. Separate forms are available for men and women. The survey forms can be scored by hand but the process is cumbersome. Thus, machine scoring is recommended and this could be a drawback in terms of time.

Final scores for males are presented in 22 basic interest scales (e.g., mathematics, writing, social service) 54 occupational scales (e.g., dentist, veterinarian); and eight non-occupational scales. For females, there are 19 basic interests (e.g., art, biological science); 58 occupational (e.g., psychologist, accountant); and 4 non-occupational scales.

With the focus on the severely handicapped, particularly the physically disabled and those with post-high school educational potential, the SVIB can serve as an excellent instrument for identifying vocational goals that require a college education.

The SVIB should not be administered indiscriminately to a rehabilitation population. If the survey is administered to an individual who does not possess higher academic potential, there is a danger that interest areas generated by the survey will distract the client from more realistic vocational planning.

Picture Interest Inventory

The Picture Interest Inventory, sometimes called the California Picture Interest Inventory, is a non-verbal interest survey. Nine scores are reported: interpersonal service, natural, mechanical, business, esthetic, scientific, verbal, computational, and time perspective. The first six are interest scores, the latter three are supplemental scales. The inventory can be administered individually or in a group, and can be hand scored. Because of the non-verbal nature of the instrument, the client has no verbal symbols

to interpret. The test is used in rehabilitation for non-readers and for the mentally retarded. However, the counselor must insure that the client thoroughly understands the directions before he takes the inventory.

Vocational Interest and Sophistication Assessment Survey (VISA)

VISA is a pictorial interest survey designed especially for the mentally retarded. The test is administered individually and is hand scored. There is a separate form for males and for females. The male form provides interest and knowledge scores in 7 areas:

Garage	Farm and grounds
Laundry	Materials handling
Food service	Industry
Maintenance	

The female form provides interest and knowledge scores in 4 areas:

Business and clerical	Food services and laundry
Housekeeping	Sewing

Although the VISA is a relatively new instrument, it is being used in rehabilitation facility evaluation programs that primarily serve the retarded. One of the advantages of using the VISA instead of other non-verbal picture interest inventories, i.e., Geist Picture Interest Inventory and Picture Interest Inventory, is that the VISA focuses on job situations that are more in accord with the job potentials of the retarded. This statement must be interpreted as relating to more than the intellectual limitations of the retarded for it has been demonstrated that the retarded can function in fairly

sophisticated situations. However, when the intellectual limitations are compounded by moderate social and emotional immaturity, the VISA can serve as an instrument for vocational exploration and counseling.

General Ability Intelligence Tests

The Wechsler Adult Intelligence Scale (WAIS) is the most frequently used intelligence test in rehabilitation. The WAIS is administered individually, is a C Level test, and requires a certified psychologist for administration and interpretation.

Since the focus of this document is primarily on those tests that a rehabilitation counselor can administer and interpret, further information on the utilization of WAIS findings will be outlined in the next chapter on establishing a training program on psychological testing

Slosson Intelligence Test

The Slosson Intelligence Test is an individually administered, oral test that can be used by a counselor for initial screening purposes. The test is brief and scoring is fairly objective. Since the test is oral, it can be used with the blind, individuals with reading handicaps, those physically disabled who cannot respond to paper and pencil tests, and those individuals that cannot work effectively under the pressures of a timed test, e.g., those on heavy medication or those who are 'test anxious'.

The Slosson can be used with any age group. The final score on the Slosson is a ratio I.Q.

This test is an excellent screening instrument and can be administered quickly, from 10 to 30 minutes. Because of the brevity of the test, it should not be relied on without other supporting information, in situations where important diagnostic decisions are required.

Army General Classification Test, First Civilian Edition (AGCT)

The AGCT is a paper and pencil test that may be administered individually or in groups, and can be hand or machine scored. The test has an approximate eighth grade reading level, and consists of vocabulary, arithmetic reasoning, and block-counting subtests. AGCT is frequently used in rehabilitation.

The final score of the AGCT is reported as a standard score and can be converted into an I.Q. score.

One interesting characteristic of the AGCT is that scores can be interpreted on an Occupational Norms Chart which provides score ranges for a variety of occupational areas.

Otis Quick-Scoring Mental Ability Tests

Otis can be administered individually or in a group, and can be hand scored in a few minutes. The Gamma Form for grades 9 through 16, consists of 80 items including: word meaning, verbal analogies, scrambled sentences, proverb interpretation, logical reasoning, number series, arithmetic reasoning and design analogies. The test requires little or no training to administer and yields a single I.Q. score.

The Otis can be used to obtain a rough estimate of the client's general learning ability or it can be used as a quick check to verify questionable test data. The test requires an approximate sixth grade reading level. Major vocational or diagnostic decisions should not be made on the basis of this test alone because of its brevity.

Peabody Picture Vocabulary Test (PPVT)

The PPVT is an untimed individual intelligence test, orally administered in 15 minutes or less. No reading is required by the client and scoring is rapid and objective. The total score can be converted to a percentile rank, mental age or a standard deviation I. Q. score. No special training is required for the counselor to administer, score, or interpret the PPVT.

PPVT provides an estimate of the client's verbal intelligence and has been administered to groups with reading problems, speech problems, mental retardation, or emotional withdrawal.

Since the client's response to the stimulus vocabulary is to point in any fashion to the one of four pictures which best fits the stimulus word, these tests also have application for rehabilitation clients who have multiple physical handicaps but whose hearing and vision is intact.

Revised Beta

This non-verbal test of general learning ability is one of the most frequently cited tests in rehabilitation for identifying the intellectual level of individuals who are functionally illiterate. The Revised Beta provides an estimate of general learning ability for certain groups of handicapped that cannot be tested through other traditional means.

The prime application of this test in rehabilitation has been with the mentally retarded, but it can be used successfully with the deaf client with low or no verbal skills, particularly the congenitally deaf who have not developed a language level.

The Revised Beta is a paper-and-pencil test and can be administered individually or in groups. The client records his responses in the test booklet. Included among the subtests are:

maze completion, finding an incorrect drawing in a series of pictures, number picture substitution, form perception, and noting if two pictures are identical or different.

The test is hand scored and provides an I.Q. score from the summation of the subtest weighted scores.

The time limits for the subsections of this test are quite short. The counselor should be sure clients thoroughly understand the directions and perform correctly on the practice exercises.

Aptitude Tests

Aptitude may be considered as an ability or characteristic, mental or physical, native or acquired, that is believed or known to indicate a client's capacity or his potential to learn a particular skill or knowledge. This aptitude or capacity cannot be directly measured. Rather, it is inferred from performance, which can be objectively measured. The results of performance measures are meaningful only to the extent that the individual had the opportunity to learn the kinds of information or experiences involved in the performance tests. This is the fundamental difference between general ability or aptitude tests, and achievement tests. Aptitude tests focus on performance capabilities that have been developed without a conscious effort, whereas, achievement tests attempt to measure the outcome of specific training, education, and experience.

There are a variety of tests, either individual or in battery format, which attempt to identify an individual's aptitudes for success in a particular vocational area. Frequently, there are multiple aptitudes required for successful performance in a particular vocational area, and the matching of an individual's aptitudes with the aptitudes needed for the vocational area are indicators for potential success in this area.

The most important use of aptitude test information by the rehabilitation counselor is for providing a good basis for choice among occupations and vocations for clients.

General Aptitude Test Battery (GATB)

The GATB was designed for use in the vocational and occupational counseling program of the United States Training and Employment Service, and is provided for use through the local State Employment Service.

The traditional procedure for testing rehabilitation clients with the GATB is through referral to the local State Employment Service. However, several rehabilitation agencies have entered into a cooperative agreement with their State Employment Service for use of the GATB by the rehabilitation agency staff.

There are nine aptitudes measured by the GATB and these include:[1]

G. GENERAL LEARNING ABILITY: Ability to "catch on", or understand instructions and underlying principles; ability to reason and make judgments. Closely related to doing well in school.

V. VERBAL: Ability to understand meanings of words and ideas associated with them, and to use them effectively; to comprehend language, to understand relationships between words, and to understand meanings of whole sentences and paragraphs; to present information or ideas clearly.

Examples in work situations: Reading comprehension required to master textbooks used in work process; presentation or understanding of oral or written instructions or specifications; mastery of technical terminology.

[1]Adopted from the "Counselor's Handbook", Bureau of Employment Security.

N. NUMERICAL: Ability to perform arithmetic operations quickly and accurately.

Examples in work situations: Situations in which change is made, time or production records kept, geometric patterns laid out, things weighed, accurate measurements made, or numerical entries made or checked; speed and continuity of the numerical operation as well as the complexity of the operation.

S. SPATIAL: Ability to comprehend forms in space and understand relationships of plane and solid objects; ability to "visualize" objects of two or three dimensions, or to think visually of geometric forms.

Examples in work situations: Blueprint reading; activities such as laying out, positioning and aligning objects, observing movements of objects, such as vehicles in traffic or machines in operation, and comprehending how the movements affect their spatial position; achieving balanced design; understanding and anticipating the effects of stress in structural situations.

P. FORM PERCEPTION: Ability to perceive pertinent detail in objects, in pictorial or graphic material; to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures, and widths and lengths of lines.

Examples in work situations: Inspecting surfaces for consistency in coloring, scratches, flaws, grain, texture, and the like; observing lint, dust, etc., on surfaces; determining if patterns match or are correct; recognizing small parts.

Q. CLERICAL PERCEPTION: Ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

Examples in work situations: In trade and craft jobs reading the work orders, specifications, dials, guages, and measuring devices; proofreading words and numbers from the standpoint of perceiving individual characters.

K. MOTOR COORDINATION: Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; ability to make a movement response accurately and quickly.

Examples in work situations: Objects guided into position; parts assembled.

F. FINGER DEXTERITY: Ability to move the fingers and manipulate small objects with the fingers rapidly and accurately.

Examples in work situations: Handling bolts and screws; manipulating small tools, machine controls, and the like; playing musical instruments; fine adjustments and alignments to instruments and machines.

M. MANUAL DEXTERITY: Ability to move the hands easily and skillfully; to work with the hands in placing and turning motions.

Examples in work situations: Hand and wrist movements to place and turn in pushing and pulling activities.

Aptitude scores on the GATB are interpreted to combine in a variety of patterns and profiles to yield Occupational Aptitude Patterns (OAP). The OAP then provide the counselor with guidelines for vocational exploration or counseling with clients.

Although the GATB test materials are restricted, several informational publications on the GATB can be purchased from the Government Printing Office. These include: The Manual for the General Aptitude Test Battery

Section 1 — Administration and Scoring — $1.50

Section 2 — Norms, OAP Structure — $2.00

Section 3 — Development, 1970 — $3.00

Section 4 — Norms, Specific Occupations — $2.00

Nonreading Aptitude Test Battery (NATB)

The NATB is an adaptation of the GATB for non-readers. Many of the mechanics and principles of test use and interpretation are the same for the two test batteries. Both batteries, for example, measure the same nine aptitudes; both have the same norms; both use the same Occupational Aptitude Pattern format; and both use the same technique for matching the client's aptitude scores with occupational aptitude requirements.

The most important distinction between the two batteries is that the GATB is designed for use with a literate population and the NATB is designed for individual with limited literary skills. The GATB Screening Exercises are used to determine which of the two batteries a client will take. The NATB makes it possible to test the vocational abilities of individuals with little or no reading skills, and to interpret these scores over a wide range of occupations.

One of the limiting factors of the NATB is the generally long period of time required for administration and scoring.

The NATB, like the GATB, must be used in coordination with the State Employment Service.

Flannigan Aptitude Classification Tests (FACT)

FACT is a multi-aptitude battery which may be administered in a group. It includes 16 paper and pencil tests covering the following aptitudes: Inspection, coding, memory, precision, assembly, scales, coordination, judgment and comprehension, arithmetic, patterns, components, tables, mechanics, expression, reasoning, and ingenuity. The entire battery requires approximately ten hours for administration.

This test battery is intended for use in counseling on educational and vocational plans. Vocational guidance materials have been prepared that identify potential for success in 37 occupational areas, approximately one-half of which require college preparation.

FACT requires an eighth grade reading level and the ability to follow directions accurately. This is not a battery the rehabilitation counselor has the time to administer routinely; nor is it recommended for the general rehabilitation client. Use of the FACT, when other aptitude batteries like the GATB are not available, can provide vocational guidance data for selected rehabilitation clients.

Bennett Mechanical Comprehension Test (BMCT)

The BMCT measures the "ability to perceive and understand the relationship of physical forces and mechanical elements in practical situations." This aptitude provides information on an individual's "ability to learn the principles of operation and repair of complex instruments and devices."

Although the BMCT is basically a visual comparison or analysis test in which the client makes judgments regarding one or two presented pictures the client is also required to read a question. Persons with limited reading ability are able to demonstrate their capability in understanding mechancial problems, through the use of an orally administered version of the test on audio tape.

Revised Minnesota Paper Form Board Test

The Revised Minnesota Paper Form Board Test was designed as to measure and to differentiate various grades of proficiency of mechanical ability. The test includes 64 multiple choice items which measure the client's ability to think spatially in two dimensions. Each item presents a geometrical figure, cut and arranged in various ways. The client then selects from 5 whole geometric figures, the one that most closely resembles the cut-up figure.

The test can be administered by a counselor to individuals or to a group. The directions to the client are complete, and the test is easily scored.

The Revised Minnesota Paper Form Board test is a useful measure of mechanical ability and spatial imagery. The instrument has also been used as a general test of cognitive ability in a non-verbal medium.

Minnesota Clerical Test

The Minnesota Clerical Test was designed to aid in the selection of clerical employees, and to advise individuals interested in clerical training. The specific trait measured by the test is the client's ability to notice differences between two items in a specified time period. The test consists of two parts, Number Checking and Name Scoring. Each part contains 200 items, with 100 identical and 100 dissimilar pairs. The client is to identify and check the identical pairs.

No special training is needed to administer and score this test.

Additional Aptitude Tests

The following performance tests have been identified as being used in various rehabilitation vocational evaluation programs:

- Crawford Small Parts Dexterity Test
- Minnesota Rate of Manipulation Test
- Pennsylvania Bi-Manual Work Sample
- O'Connor Finger Dexterity
- Purdue Pegboard
- Stromberg Dexterity Test
- Bennett Hand Tool Dexterity Test

The Purdue Pegboard and the Crawford Small Parts tests are perhaps the most frequently cited performance tests in rehabilitation use. The Pennsylvania Bi-Manual test has norms for a blind population.

Achievement Tests

Achievement tests are designed to provide an evaluation of what an individual has learned from his education and experience. The tests administered in schools and colleges are usually achievement tests.

The two primary achievement factors that a rehabilitation counselor should consider in planning vocational goals and objectives are the clients' verbal and numerical achievements. Verbal achievement is demonstrated in reading and spealling. The Gates-Mac Genitie reading test discussed earlier, is basically a verbal achievement test. With regard to numerical achievement, the counselor should be concerned with factors, such as counting, reading number symbols, solving oral problems and performing

written computations. The rehabilitation client's achievement in basic verbal and numerical skills is a critical factor in determining potential vocational goals, and the rate of progress that can be expected. Deficiencies in these basic achievements should be identified and corrected, if possible.

Wide Range Achievement Test (WRAT)

The WRAT is one of the most frequently cited achievement tests used in rehabilitation. This is primarily an individually administered test but the sections on spelling and arithmetic can be administered in a small group.

The achievement factors identified include:

(1) Reading — the ability to recognize and name letters and pronounce words;

(2) Spelling — copying marks resembling letters, writing the name, and writing single words to dictation;

(3) Arithmetic — counting, reading number symbols, solving oral problems, and performing written computations.

The items in each part of the test are arranged in order of difficulty. This is a brief test that can provide a rough indication of a client's academic achievement. For the mentally retarded or for others for whom the easier items are too difficult, an oral section is provided with each test.

Personality and Adjustment Tests

Vineland Social Maturity Scale

The Vineland is an individual non-projective social ability scale that can be administered by the counselor to either the client or a member of his family.

The scale is neither a test nor a questionnaire but a series of behavioral observations which range from "does not drool" to "buys all own clothes." The items are subdivided into the following categories: self-help (general, eating, dressing), locomotion, occupation, communication, self-direction, and socialization.

The scoring instructions are designed to elaborate and clarify the meaning of the detailed items, and the counselor has to decide between variations in the responses to satisfy the requirements of each item.

Since the test is administered orally, it can be used with the blind and with individuals who cannot read.

The Vineland has been used predominantly with the mentally retarded. The Scale provides the counselor with a systematic means of getting the necessary information about a client, and at the same time, can establish a line of communication with the parent or family.

Mooney Problem Check Lists

The Mooney Problem Check Lists is a counseling tool to facilitate the counselor-client communication process. The check lists are composed of a list of problems in various areas, and the client is instructed to check off those problems which are of most concern to him.

The Mooney Problem Check Lists can be administered in groups, but can also be administered individually during the counseling session. A detailed evaluation of the Mooney Problem Check Lists is presented in the next chapter in an example of a test evaluation format.

Minnesota Counseling Inventory (MCI)

The MCI provides an inventory of personality through self-report.

The inventory has been designed to increase the counselor's sensitivity to personality characteristics of different clients, to identify those clients in need of therapeutic attention, and to assist the counselor in understanding the client's attempts to achieve self-understanding.

In order to identify the quality of adjustment, family relationships, social relationships and emotional stability factors are measured. Additional factors measured by the MCI are the methods clients use to make adjustments, such as, conformity, adjustment to reality, mood and leadership.

The MCI requires an eighth grade reading level. Although it can be administered by an unskilled person, only those with some technical knowledge of test construction and administration should attempt to interpret the scores.

Edwards Personal Preference Schedule (EPPS)

This instrument provides a quick and convenient measure of 15 personality variables: achievement, deference, order, exhibition, autonomy, affiliation, intraception, succorance, dominance, abasement, nurturance, change, endurance, hetero-sexuality and agression.

The inventory can be administered individually or to a group. The reading level is high since it was primarily designed for college and adult populations.

This is a C level test and requires a psychologist or the supervision of a psychologist for administration and supervision.

Sixteen Personality Factor Questionnaire (16PF)

The 16PF provides information on several personality factors. The test requires a sixth grade reading level, but it can be administered orally.

This is a Level C group test that requires a psychologist or the supervision of a psychologist for administration and interpretation.

The personality factors identified on the 16PF are presented in a bi-polar format, such as, reserved-outgoing, less intelligent-more intelligent, affected by feelings-emotionally stable, humble-assertive, sober-happy go lucky, expedient-conscientious, shy-venturesome, tough minded-tender minded.

Additional Information on Testing

A resource for testing information is the Buros Mental Measurement Yearbook published by Gryphon Press, 220 Montgomery Street, Highland Park, New Jersey 08904. There are seven editions in the Mental Measurement Yearbook series. The seventh edition was published in 1972.

The Mental Measurement Yearbook provides a listing of tests by title; technical information about the tests, e.g., forms, scores, date of issue, revisions and accessories; the source and cost of the test; availability of a 'specimen set' or sample kit; one or more reviews of the test; and additional references.

Purchasing the last edition of the series does not guarantee that the test you are looking for is listed as some of the tests from the sixth edition are not reviewed in the seventh edition. Although all seven editions are available, most of the information needed can be found in the sixth and seventh. Most university libraries have the complete series of Mental Measurement Yearbooks, or you should be able to borrow one from a local psychologist.

Summary

The listing and brief review of the various tests and inventories in this chapter does not necessarily indicate an endorsement of the tests themselves. The material provided here is intended as a logistic and informational tool for the rehabilitation counselor. Many of the tests selected for discussion were identified on the basis of their reported use in rehabilitation programs. The three primary references that reported having conducted a survey of rehabilitation programs to identify test utilization are:

1. "Development of a Model for Vocational Evaluation", Julian Nadolsky, Auburn University, Auburn, Alabama.

2. "Tests and Measurements for Vocational Evaluation," Karl Botterbusch Materials Development Center, University of Wisconsin-Stout, Menomonie, Wisconsin.

3. "How to Select, Administer, and Interpret Psychological Tests", Joseph B. Moriarty, West Virginia Research and Training Center, Institute, West Virginia.

The idea for a 'Mini-Buros', or a selective compilation of tests for use by a particular state agency has been explored and implemented by some state agency programs. A review of some of the manuals indicated one or both of the following problems: (1) Too many tests were included; and (2) the information on documentation and application of the tests listed was inadequate.

A suggested test review format which includes the types of information a counselor should have if he is to use the material effectively, will be discussed in the next chapter.

This chapter was written as though psychological test data were the prime input into vocational evaluation. This does not exist in reality. Psychological tests themselves have limitations with regard to reliability, validity, and capacity for prediction. Furthermore, relevant vocational information is usually available from other sources. The counselor must integrate all the vocational information he obtains from the diagnostic interview, medical reports, school and work records, family history, sociological data, physical capacities, leisure activities, acquired skills, economic factors, personal interests and psychological tests. Since there is no formula for putting all these together, the counselor must put these various components into a feasible unifying whole, and season it with a good dose of common sense.

Successful vocational counseling depends upon the ability of the counselor to provide the client with sufficient information about himself and about the vocational or job market; and to provide the client with an environment that will facilitate the client's choosing, not only a suitable vocational goal, but one that is achievable.

SECTION III

How to Develop and Establish a Training Program on Psychological Testing

With the emphasis on serving the severely disabled, the counselor will need to more accurately detail and document the client's vocational goal and the intermediate objectives for attaining this goal. This has led to efforts to identify instruments that will assist the counselor in evaluating rehabilitation potential. Psychological testing is not an innovative technique in rehabilitation, but there appears to be renewed interest in the potential of psychological testing in vocational evaluation.

One of the most significant benefits of a thorough knowledge of psychological testing is that it increases the counselor's understanding of the psychological data he receives from psychologists or other testing centers. In addition, a thorough knowledge of the tests that are available, their limits and their advantages for use with a handicapped population, will provide the counselor with the skills necessary to request certain tests he would like administered.

One final advantage of a thorough knowledge of psychological testing occurs after a counselor has received psychological information. Something new may develop in his client's case or the available information may raise a question about the accuracy of the test data. In these cases, the well-informed counselor can himself select, administer, and interpret tests for program redirection or for verification of available test data.

Traditional Programs in Psychological Testing

There have been many in-service training programs on psychological testing for rehabilitation counselors. The program might go something like this:

> A clinical psychologist is provided a one-day honorarium in order to address a group of counselors. He tells a few jokes, talks about the individually administered intelligence tests, goes into detail about personality inventories and the pathology of mental illness, opens the session to questions and answers, and the meeting is adjourned a few hours early. The problem is not with the psychologist, but in how he was structured for the session. The counselors return to their jobs, perhaps somewhat more informed, but not with enough information and experience to implement a program in psychological testing.

The following suggestion for a training program on psychological testing is not intended as a model, but as a resource for providing counselors with test information and for getting them involved in the psychological testing process.

Suggested Training Program

Phase One: Trainer's Preparation

In order to develop and conduct an effective training program, the trainer must devote particular attention to preparing materials. One component of materials preparation is a comprehensive review of the tests that are commonly used in the state

excluding the individual intelligence and personality tests required to be administered by psychologists. One way to identify viable tests is to ask counselors to recommend tests they have found useful. The intent of this review is to try to come up with a test battery for counselors.

Once a basic set of tests has been identified, the trainer may elect to order a "specimen set" for each test. A specimen set is a sample of the test and usually includes one copy of the test itself, scoring key if available, and a test manual. The purpose of the specimen set is to enable the training coordinator to become thoroughly familiar with the tests. After the review and a decision is reached as to which tests to include in the training battery, the trainer should order copies of the test for use in the training programs.

Some paper-and-pencil tests are consumable, that is the participant writes directly on the test form. Others have separate answer sheets. The trainer should have the appropriate number of answer sheets and consumable test forms for each individual participating in all sessions.

Additional materials needed for the training session are several copies of the Buros Mental Measurement Yearbooks, Volumes 6 and 7, and any resources that review psychological tests. Some state training officers have already developed a compilation of tests and reviews of these tests. Other sources that provide a review of psychological tests for use by counselors are:

(1) *"Tests and Measurements for Vocational Evaluators"*, Materials Development Center, Department of Rehabilitation and Manpower Services, University of Wisconsin - Stout , Menomonie, Wisconsin 54751.

(2) *"How to Select, Administer and Interpret Psychological Tests"*, West Virginia Research and Training Center, Institute, West Virginia. Also available are 9 audio cassettes, each dealing with the administration of one psychological test.

(3) *"The Use of Psychological Tests in Industry"*, Howard Allen Publishers.

(4) *"Appraising Vocational Fitness"*, Harper and Row Publishers.

(5) *"Essentials of Psychological Testing"*, Harper and Row Publishers.

Phase Two: The Schedule of Training

When the trainer is satisfied that he has an appropriate selection of tests on hand, he should schedule the training sessions. It is preferable for the first session, to schedule participants who have had some previous background in psychological testing.

The strategy of the proposed training program should be to get the counselors involved in the process. One approach would be to have each participant select one test for thorough study. During the training session each trainee would give a 5 to 10-minute presentation on the test he selected for study, describing the test and applications for use with rehabilitation clients. He should prepare an evaluation of the test for distribution to the other participants. At the end of each training session, all the participating counselors then would have a documented evaluation of each of the tests reviewed during the session. After his presentation, each participant administers the test he selected to the entire group, scores the test, and provides test results to each of the participants.

This round-robin of presenting information on tests provides experience as well as participation. Standard test profiles can be prepared (See Figure 1) by each of the participating counselors to profile his pattern of psychological test scores. Based on this profile, each participant should arrive at vocational goals of objectives. The trainer might want to make this an assignment.

The participants might prepare an evaluation form for the test of his choice since it would provide in documented form, an evaluation of the test, source, references, and suggestions for use with rehabilitation clients. The time needed to develop this evaluation form, would preclude doing it during the training session. However, if sufficient review materials were made available to the counselor prior to the actual training session, the counselor should have ample time to prepare the evaluation using the following format.

Figure 1

Summary of Psychological Test Results

TEST RESULTS				Name:					
Name of Test	Norm Group	Raw Score	Per-cen-tile Rank	2 10 16 20 30 40 50 60 70 80 84 90 98					
				-20-	-10-	0		+10	+20
Ability:									
AGCT									
Revised Beta									
Interests:									
Kuder									
OVIS									
Achieve-ment									
WRAT									

Evaluation for the Mooney Problem Check Lists

Title: The Mooney Problem Check Lists

Authors: Ross L. Mooney and Leonard V. Gordon

Publisher: The Psychological Corporation

Is Specimen set available: Yes. One for hand scoring and one for machine scoring.

Forms and groups to which applicable: (Include here special forms for the handicapped)

Form J: Junior High School Form: Grades 7-9.
Form H: High School Form: Grades 10-12.
Form C: College Form: Grades 13-16.
Form A: Adult Form:

Practical Features: Aids clients to express their personal problems. It is not a test and yields no test scores. Facilitates the counseling interview. The check lists can be administered orally for the blind.

How is test administered: Self-administered.

Level of test and restrictions: Level B.

Time required: Form J, H, C — 35-50 minutes;
Form for Adults — 20-30 minutes.

Description of test and items: Items are listed in problem areas of health, money, social life, home relations, religion, vocation, and school work. The client underlines initially troublesome areas and then circles areas that create most problems.

How is test scored: Hand scored. No test scores but a simple count of the problems which the client has identified as problems of concern to him.

Adequacy of directions: Training required to administer.

Mental functions or traits represented in each score: The check lists were developed to help clients express their personal problems in typical areas of adjustment. No mental functions measured.

Comments regarding design of test: The items are arranged so that each area is checked and totaled separately, e.g., six blocks of five items each across three sheets. These totals are easily transferred to the front page of the test booklet.

Predictive validation: These check lists were designed to be used for a variety of purposes and must be studied in terms of particular people in specific situations. A single overall index of the validity of the check lists would be therefore quite meaningless.

Concurrent validation: One study was conducted on two selected groups known by other criteria to have specific problems. A remedial study skills class and mental hygiene class of thirty-five members each were matched according to age, sex, college, and class year. The check lists results revealed the problems one would expect from each group.

Other empirical evidence indicating what the test measures: The check lists were administered twice within nine days to seventy men and forty-six women. The group was to make a special report on what the status of the original problems were after nine days. The check lists were able to identify about eighty-three percent of the changes.

Equivalence of forms or internal consistency: This test is not appropriate for a split-half reliability coefficient.

Stability over time: The manual points out that internal consistency methods are clearly inappropriate and that retest estimates are subject to error due to rapid changes in the nature of the individual's problems and in the way he perceives them. It is also pointed out in the manual that the way a client perceives his problems may be changed by the process of going through the check lists.

Rank order correlation coefficients were found to vary from .90 to .98 with a study of four educational groups separated by a ten-week administration period.

Norms: (Include here any norms for the handicapped). No table of norms is presented. Local norms recommended.

General evaluation: The check lists are designed to reflect the problems which a client senses and is willing to express at a given time. If the data are to be used to implement understanding of the individual case, they must be capable of reflecting changes in the circumstances surrounding the individual or changes in his feelings toward these circumstances. The primary function of the Problem Check Lists is as a screening device and an initial problem identification instrument. If limited to this purpose, the instrument is quite useful in a rehabilitation counseling situation or a vocational evaluation.

Application to rehabilitation: The Mooney Problem Check Lists can be used as a counseling aid. The data obtained from the check lists are useful in counseling that is short and limited, in counseling that is deeper and more therapeutic, and in counseling with directive or non-directive orientation.

Although the check lists can be completed during the interview, several advantages will accrue from having the client complete the check lists prior to the counseling situation itself.

1. The check lists will give the client an opportunity to review and summarize his problems, and to see the full range of personal matters that might be discussed with the counselor.

2. Time is saved for the counselor by providing him with a quick review of the variety of problems which concern the client.

3. The check lists may be used to "break the ice." The problems marked may serve as a basis for initial discussion.

4. The counselor has a "green light" for discussing the problems marked. He has reasonable certainty that little resistance will be encountered in bringing up these problems because the client has already admitted they exist.

5. From the pattern of problems marked, the counselor may obtain some insight into the interrelaships among the client's problems.

6. The client himself may gain insight through filling out the check lists.

The Mooney Problem Check Lists is not a test. It does not yield scores nor permit any direct statement about the adjustment of the respondent. Rather, the Problem

Check Lists is a form of communication between client and counselor, designed to accelerate the process of understanding the individual and his real problems. It is necessary to evaluate the problems marked by the individual in terms of his particular environment and psychological situation, and in terms of the particular circumstances in which the check lists were administered. Only then can interpretation result in a realistic appreciation of the problem world of the individual, and subsequently in cooperative planning. Merely counting problems is not enough for these purposes.

Ordinarily, the counselor will want to examine the client's responses prior to the counseling interview, since these problems may become the focus of discussion. A useful procedure to follow in interpreting the Mooney Problem Check Lists data in relation to other available data follows:

1. Examine the identifying data on the first page.
2. Count and record the total number of items marked in each area and the total number of items marked.
3. Note the areas having relatively great concentrations of problems marked, and the general responsiveness of the individual.
4. Examine the items marked, one area at a time, noting in particular the circled items.
5. Read the summary on page 5 to secure a better understanding of the individual's attitude and conception of his own principal problems.

6. Examine the relationship between the summarizing statements and the items marked.

7. Examine any additional data that may be available regarding the individual.

8. Interrelate all this material, setting up some hypothesis as to the most profitable direction that the counseling situation may take.

Following are the 11 scales of Problems, as defined by the Mooney Problem Check Lists:

- HPD Health and Physical Development
- FLE Finances, Living Conditions and Employment
- SRA Social and Recreational Activities
- SPR Social-Psychological Relations
- PPR Personal-Psychological Relations
- CSM Courtship, Sex and Marriage
- HF Home and Family
- MR Morals and Religion
- ACW Adjustment to College Work
- FVF The Future: Vocational and Educational
- CTP Curriculum and Teaching Procedure

Once a set of evaluation forms has been developed, the trainer may elect to reproduce the forms and make them available to the participants.

Another option would be for the trainer to develop the evaluation forms as part of the pre-training development phase or to select counselors in the field to develop the evaluation forms for use in the training sessions.

Scheduling

Scheduling the components of a training session that has participant involvement can be a problem. A possible training schedule follows:

Training Schedule

DAY 1	8:30 — 10:00	Orientation, program structure, problems, sequencing
	10:00 — 12:00	Individual Intelligence Tests and Personality testing (Psychologist)
	1:00 — 3:00	Individual Intelligence Tests and Personality testing (Psychologist)
	3:30 — 5:00	Begin participant orientation and testing
DAY 2	8:30 — 12:00	Participant orientation and testing
	1:00 — 2:30	Complete participant orientation and testing
	2:30 — 3:30	Complete scoring of all tests
	3:30 — 4:30	Distribute test scores and have participants profile their own scores

Detailed Training Schedule

Prior to the training session, have the participants:

1. Read the text — *"How to Select, Administer, and Interpret Psychological Tests"*, or other related text.

2. Prepare the test evaluation format — This means supplying each participant with a copy of the format, a specimen set, related references, and the availability of a Buros Mental Measurement Yearbook.

3. Inform the participant of his responsibilities during the training session. (Should the evaluation format be developed in conjunction with the training session, a split session might be considered where the counselor would have the opportunity to return to his office to prepare his material.)

DAY ONE: The initial period of Day One would be set aside to redefine the participants' responsibilities, to identify any problems, and to schedule the sequence of test presentation.

For the remainder of the morning and early afternoon of the first day the trainer, if qualified, or a psychologist would provide information on individual intelligence and personality testing. Selection of a psychologist who has worked closely with the agency would be most appropriate. The psychologist should also be involved in the development of the entire training session, as he can provide valuable consultation in the development of the program as well as during the session.

A quick survey of the counselors during the development phase will pinpoint many appropriate questions that can be shared with the psychologist so they may be integrated into his presentation. Some issues to be considered might include:

1. What is the significance of large differences between verbal and performance scores?

2. What does a test score really mean for someone on heavy sedation?

3. What are the vocational implications for those clients who cannot work under stress? Or, should a counselor always try to direct the client to his maximum potential?

4. What are the relationships between personality variables and employment?

5. When should a counselor administer psychological tests?

Summary:

This section is intended as an information resource for trainers. The intent of the suggestions is to provide a structure for effectively integrating the psychologist and psychological test data into the everyday activities of the rehabilitation counselor.

It is hoped the suggestions will assist the rehabilitation counselor to become more involved in the psychological testing process, to increase his awareness of the potential and the limitations of testing, and to significantly improve his understanding and utilization of appropriate tests and test data.

Sources of Information on Psychological Tests

AVA Publications, Inc.
11 Dorrance Street
Providence, R. I. 02903

Acorn Publishing
See Psychometric Affiliates

American Association for Health, Physical Education and Recreation
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, D. C. 20015

American College Testing Program (ACT)
P. O. Box 168
Iowa City, Iowa 52240

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

American Institutes for Research
8555 Sixteenth Street
Silver Spring, Maryland 20910

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

Behavioral Publications, Inc.
2852 Broadway
New York, New York 10025

Bobbs-Merrill Company, Inc.
4300 West 62 Street
Indianapolis, Indiana 46206

Bruce (Martin M.), Ph.D. Publishers
340 Oxford Road
New Rochelle, N. Y. 10804

Bureau of Educational Measurements
Kansas State Teachers College
Emporia, Kansas 66801

Bureau of Educational Research and Service
C-6 East Hall
State University of Iowa
Iowa City, Iowa 52240

CTB/McGraw Hill
Del Monte Research Park
Monterey, California 93940

C. H. Stoelting Company
424 North Homan Avenue
Chicago, Illinois 60624

California Test Bureau
(McGraw Hill)
Del Monte Research Park
Monterey, California 93940
OR
Manchester Road
Manchester, Missouri 63011

Center for Psychological Service
1835 Eye Street, N.E.
Washington, D. C. 20006

Clinical Psychology Publishing
4 Conant Square
Brandon, Vermont 05733

Committee on Diagnostic
Reading Tests, Inc.
Mountain Home, N. C. 28758

Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

Cooperative Tests and Services
Educational Service
Princeton, New Jersey 08540

Counselor Recordings and Tests
Box 6184
Acklen Station
Nashville, Tennessee 37212

Data Processing and Educational
Measurement Center
Kansas State Teachers College
1200 Commercial Street
Emporia, Kansas 66802

Devereux Foundation Press
Devon, Pennsylvania 19333

Education-Industry Service
1225 East 60th Street
Chicago, Illinois 60637

Educational and Industrial
Testing Service
P. O. Box 7234
San Diego, California 92107

Follett Educational Corp.
1010 West Washington Blvd.
Chicago, Illinois 60607

Gallaudet College Book Store
Kendall Green
Washington, D. C. 20002

Grune and Stratton, Inc.
381 Park Avenue, South
New York, New York 10016

Guidance Testing Associates
6516 Shirley Avenue
Austin, Texas 78752

Harcourt, Brace, Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Houghton-Mifflin Company
666 Miami Circle, N.E.
Atlanta, Georgia 30324

Industrial Relations Center
University of Chicago
1225 East 60th Street
Chicago, Illinois 60637

Institute for Personality and
Ability Testing (IPAT)
1602 Coronado Drive
Champaign, Illinois 61820

Ohio Testing Services (Ohio
Scholarship Tests)
Division of Guidance and Testing
State Department of Education
751 Northwest Blvd.
Columbus, Ohio 43212

Personnel Press, Inc.
20 Nassau Street
Princeton, New Jersey 08540

Personnel Research Institute
Western Reserve University
Cleveland, Ohio 44106

The Psychological Corporation
304 East 45th Street
New York, New York 10017

Psychological and Educators Press
419 Pendik
Jacksonville, Illinois 62650

Psychological Test Specialists
Box 1441
Missoula, Montana 59801

Psychometric Affiliates
Box 3167
Munster, Indiana 46321

Richardson, Bellows, Henry
and Company, Inc.
1140 Connecticut Avenue, N.W.
Washington, D. C. 20036

Scholastic Testing Service
480 Meyer Road
Bensenville, Illinois 60106

Science Research
Associates, Inc.
259 East Eric Street
Chicago, Illinois 60611

Sheridan Psychological
Service, Inc.
P. O. Box 837
Beverly Hills, California 90213

State High School Testing
Service for Indiana
Room 109, A.E.S. Annex
Purdue University
Lafayette, Indiana 47907

Teachers College Press
Teachers College
1234 Amsterdam Avenue
Columbia University
New York, New York 10027

University Bookstore
Purdue University
360 State Street
West Lafayette, Indiana 47906

Western Psychological
Services
12031 Wilshire Boulevard
Los Angeles, Calif. 90025

SECTION IV

The Counselor's Checklist for

Reviewing Vocational Evaluation Programs

Terminology

As part of the Thorough Diagnostic Study of an eligible client's rehabilitation potential, the counselor often requires specific information that is not readily available or that he must secure from others, e.g., a client's performance in a simulated work situation. The counselor may be convinced the client has vocational potential but he is not sure of the extent or type of potential. Referral of the client to a vocational evaluation program for additional clarification and exploration is a possible option.

For a client in extended evaluation, the counselor is concerned about the client's eligibility for VR services, and a referral for vocational evaluation is an appropriate alternative.

While the intent of the two referrals is different, the procedures used in the vocational evaluation will not differ significantly. In either case, the vocational evaluator will be attempting to define potential vocational objectives and the exploration will be relatively independent of the client's eligibility status.

The pertinent idea is that the counselor had exhausted his own resources to determine the client's vocational direction when the referral was made for vocational evaluation.

Introduction

How does the counselor go about determining which of the resources available to him can provide the specific vocational evaluation information and services he needs for a particular client? Unfortunately, all rehabilitation facilities are not alike with regard to philosophy, policies, procedures; and there is no well organized and consistent approach to vocational evaluation. The Commission on Accreditation of Rehabilitation Facilities (CARF) has made a significant impact on the overall structure and operational characteristics of rehabilitation facilities but not all facilities are certified or accredited. Even in facilities that are accredited, vocational evaluation is not always adequately detailed.

What the counselor needs, then, is a mechanism for reviewing the vocational evaluation services available in order to insure that these services will provide the information he needs. This mechanism should be a logistic instrument that can be used to study the structure and elements of a vocational evaluation unit. Additionally, the instrument could serve as a "memory jogger" for the counselor to insure the consideration of the most appropriate services for evaluating the rehabilitation potential of the severely handicapped.

In effect, the counselor would be provided with a map of the vocational evaluation programs available to him which would highlight those aspects of a particular vocational evaluation program where the probability for success is greatest.

If a counselor typically uses only one facility program for evaluation, it is even more critical that he identify the limitations and assets of that program. A joint review by the vocational

evaluator and the referring counselor could help establish more effective communication regarding the services desired and those available. A natural consequence of this dialogue would be an evaluation of the effectiveness of these services, and the addition of components that are lacking.

As a counselor reviews the instrument and becomes familiar with its content, he will be able to identify certain patterns of vocational evaluation to correspond to problem cases. For example:

> A moderately retarded client who has some personal and social adjustment problems should be evaluated in a facility that provides the appropriate psychological instruments to assess his intellectual potential, aptitudes, and interests. Appropriate diagnostic instruments in this case includes psychological tests that do not require reading ability.
>
> In addition, this client should have the opportunity to develop good personal and social adjustment, and the facility selected should have a program of adjustment services to meet this need. If at all possible, specific adjustment problems should be identified early so the needed services can be pinpointed.
>
> The vocational evaluation program for this retarded client should also provide more functional, and less psychometric-oriented, instruments for assessing potential. Emphasis should be on situational or job tryout assessment. If there is little opportunity for either of these, another vocational evaluation program should be considered and selected.

The following instrument or checklist of services for vocational evaluation has been designed so that an affirmative response generally indicates a desired or beneficial aspect of the program. The individual items do not carry equal weight; some are more critical than others. As there are, as yet, no universally accepted standards as to what constitutes an appropriate and effective vocational evaluation program, the rehabilitation counselor must study, analyze and understand the basic services offered in vocational evaluation.

Counselor's Checklist for Vocational Evaluation Services*

The Vocational Evaluator

The vocational evaluator is the key figure in the vocational evaluation of rehabilitation potential. His overall knowledge of the vocational evaluation process and his skills in the technology of work evaluation can provide the specific information the counselor needs to identify the client's rehabilitation potential and develop a realistic program of service to attain a vocational goal.

The following questions can help the counselor identify the vocational evaluator's skills and knowledge.

1. *Does the vocational evaluator know what an Individualized Written Rehabilitation Program (IWRP) is?*

The IWRP is the counselor's tool for detailing a program of services for his client. The evaluator's familiarity with the IWRP provides him with a clearer understanding of what information the counselor actually needs. The well-trained and experienced vocational evaluator should follow much the same pattern as the IWRP in detailing intermediate vocational objectives in his report to the counselor. In the event he does not, an information session should facilitate the development of a vocational evaluation report to more accurately and effectively reflect information needed for the client's IWRP. Should the client in

* A copy of the Checklist without discussion of the items, is included in the Appendix.

extended evaluation be found ineligible for rehabilitation services, the evaluator's report should be carefully documented, so the counselor can use it in support of his ineligibility determination.

2. *Is there at least one full-time vocational evaluator in the vocational evaluation unit?*

There are a significant number of vocational evaluation programs where the evaluator is identified as a full-time position, but in actuality he has responsibility for adjustment services, placement, community relations, administration, workshop supervision, and related activities. This does not mean that vocational evaluation cannot be effectively conducted with part-time staff; it does, however, raise the question of overall effectiveness of an extremely critical service. If extended evaluation is being used to determine eligibility for rehabilitation services in terms of a client's projected vocational potential, the process for the assessment of rehabilitation potential should be unquestioned.

If the decisions a vocational evaluator makes are to be accurate, and as the technology he employs is complex, then his position should not be diluted with responsibilities and duties beyond those specified for vocational evaluation.

3. *Has the vocational evaluator received formal academic training in evaluation?*

Many people do not agree with the need for academic training in evaluation. Typical comments are: "What we really need in vocational evaluation are people who have had considerable experience in the world of work" or "Give them some short term training in vocational evaluation, and you won't find a better evaluator."

Several years ago, a study by the Vocational Evaluation and Work Adjustment Association (VEWAA) indicated that less than 50% of its members had any formal training in vocational evaluation (1). What if the American Medical Association announced that less than 50% of its practicing physicians had any training in medicine?

The counselor should not refer his clients just to facilities with academically qualified vocational evaluators, but he should explore and consider the scope of the evaluator's knowledge about the process of vocational evaluation.

4. *Does the evaluation staff meet the standards recommended by the state agency?*

5. *Is there an in-service training program for new evaluators?*

6. *Is adequate time provided for vocational evaluators to review current literature and research in their field?*

7. *What books, reports, or materials related to vocational evaluation have they reviewed within the last year?*

8. *Are vocational evaluation staff encouraged and permitted to participate in local, state, regional, or national programs related to vocational evaluation?*

9. *Does the evaluator belong to the professional association?*

10. *Is the vocational evaluator familiar with the Code of Ethics regarding testing and confidentiality of information?*

11. *Does the facility have a job description for the vocational evaluator?*

Physical Characteristics of the Vocational Evaluation Program

1. *Is there a specific area within the facility designated as the vocational evaluation unit?*

Usually, this is not a problem in large facilities, but as the physical size of the facility decreases, space becomes a critical issue. Vocational evaluation as a service component of a rehabilitation facility, frequently becomes prey in a 'space crunch' with the room being used in the morning for vocational evaluation and in the afternoon for something else or with part of vocational evaluation on the first floor and part on the second floor. This can provide the reviewing counselor with information as to the priority the vocational evaluation program receives.

2. *Is the physical size of the evaluation unit adequate to handle the number of clients assigned to it?*

It is generally accepted that adequate space for evaluation should be 100 square feet per client. That is, if the evaluation unit usually has a caseload of ten clients, the unit should have approximately 1000 square feet of working space. This estimated space allocation varies as a function of the type of evaluation techniques used in the program. For example, if a percentage of clients in evaluation spend time in a vocational training area or in on-the-job evaluation, this will reduce the number of clients in the unit at any one time and thus reduce the needed square footage.

3. *Is a soundproof or quiet testing room available for administration of psychological tests?*

This is one of the most violated standards for psychological testing in vocational evaluation programs. With an emphasis on the severely handicapped, in particular the physically disabled,

appropriate psychological testing can provide much of the necessary information for evaluating rehabilitation potential. To provide a less than optimum situation for the client to demonstrate his assets, detracts significantly from the value of the evaluation findings.

4. *Are the client case records and data sheets used by the evaluator kept in a secure place when not in use?*

5. *Does the evaluator have ready access to a private office for use in speaking confidentially to the client, family, counselor, or other related staff?*

Both Numbers 4 and 5 concern confidentiality. There is perhaps no other phase of the client's rehabilitation process that is as vulnerable to a breach of confidentiality as the vocational evaluation component where the counselor is not in direct control. During vocational evaluation, the client is being examined, studied, and analyzed in detail. The process itself can continue for months, and the mass of information that is collected and stored with regard to the client, is more vulnerable to inappropriate sharing.

The Vocational Evaluation Process

There are some general and specific characteristics of the vocational evaluation process that the counselor can review. The general characteristics deal with the structure of the program, objectives and overall goals. The specific characteristics are related to methodology.

The following questions can help a counselor pinpoint the exact services that are provided in vocational evaluation.

1. *Are the objectives and goals of the vocational evaluation program stated in writing?*

The mere documentation of overall objectives and goals does not insure their effective implementation. It does, however, provide guidelines for the review of the program.

2. *Have criteria for accepting clients into the evaluation program been established, based on the limitations and assets of the program?*

3. *Is there evidence that only those clients who could benefit from the evaluation are accepted into the vocational evaluation program?*

Questions 2 and 3 relate significantly to Question 1. The statement that the program provides a comprehensive vocational evaluation, including psychological, social, educational and work evaluation, may not accurately reflect the program's overall goals and objectives.

4. *Is there evidence that the vocational evaluation program is reviewed periodically so as to incorporate new strategies or technologies?*

There will be a strong correlation between the response to this question and the extent to which the vocational evaluator participates in local, state, regional, or national meetings and conferences, and to the amount of time the evaluator can devote to reviewing other programs, literature, and professional publications related to vocational evaluation.

5. *Is adequate referral information obtained prior to admitting the client to the evaluation unit?*

The following information, if available, should be given to the vocational evaluator at the time of referral: information about the client's disabilities, reports of the general and special medical examinations, social and family background; previous work history; psychological test reports, information on behavioral problems; educational records; some tentative objectives or a possible vocational goal and any other specific questions regarding vocational potential.

6. *Is an orientation to vocational evaluation services routinely provided for new clients?*

Generally the counselor will provide an explanation of the vocational evaluation process, but when the client actually enters the program there is a need for a more detailed explanation, directed toward putting the client at ease. The probing, searching nature of vocational evaluation, the test situations and performance evaluations, will probably cause some anxiety for the client. Emphasizing the need for identifying client's strengths and assets for potential vocational goals should help to make the evaluation process less threatening for the client.

7. *Are case conferences routinely conducted to review client progress and problems?*

8. *Are referring counselors invited to participate in the case conference?*

Routine case conferences, with the participation of the referring counselor, can serve as progress checkpoints in the client's evaluation program.

9. *Does the evaluator maintain a continuous record of the client's performance, behaviors, and other factors that could relate to vocational potential?*

10. *Is information on meetings, staffings, and client progress routinely recorded in the client's file?*

Questions 9 and 10 address documentation. Although documentation is essential for justification for a vocational goal and intermediate objectives, it is even more critical in the extended evaluation phase, especially if the client is later determined ineligible for rehabilitation services. This supportive information may be critical, should a client request an administrative review or a fair hearing.

11. *Is there evidence that throughout the vocational evaluation process, the client is involved in the decision-making process?*

The 1973 Rehabilitation Act stresses the need for involvement of the rehabilitation client in the decision-making process, and that these cooperative decisions are to be recorded in the client's IWRP. Thus, there needs to be client participation in the decision-making in the vocational evaluation process.

12. *Does the vocational evaluation program provide for involvement of the client's family?*

13. *Are the client's social skills evaluated, i.e., ability to get along with others, interpersonal skills, etc.?*

14. *Is the client's tolerance for work or physical capacities evaluated, i.e., standing, stooping, bending, walking, lifting, etc.?*

15. *Is the client's educational achievement measured and the need for remedial education identified?*

16. *Is the client's attitude toward work evaluated?*

17. *Are the client's personal adjustment problems identified, e.g., grooming, hygiene, sex information, etc.?*

18. *Are the client's reading abilities evaluated prior to administering paper and pencil tests?*

As indicated previously, if the client's reading level is not accurately identified prior to administering paper and pencil tests, the information gained from these tests may misrepresent the client's actual potential.

19. *What psychological tests are routinely available as part of the vocational evaluation process?*

The counselor might list the various psychological tests and inventories commonly used in the vocational evaluation program of a particular facility. If he knows what tests were available, he can request specific tests. If the vocational evaluation program indicates they can evaluate the blind, deaf, and mentally retarded, there should be special psychological testing available for evaluating the rehabilitation potential of these groups.

It might be helpful to keep a list of the standardized psychological tests or inventories commonly used in the vocational evaluation process.

20. *To what extent are job samples used in the vocational evaluation process?*

21. *Are the samples administered and scored in a standardized manner?*

22. *Has the vocational evaluator been adequately training in the use of the system?*

23. *Are the job samples used in the evaluation related to the major industries and businesses in the local and surrounding communities?*

24. *Does a client's evaluation routinely consist of going through all the samples of a particular system, with a subsequent evaluation report?*

Within the last 3 to 4 years, there has been a strong movement toward a technological approach to vocational evaluation. Job or work sample systems have proliferated and many rehabilitation facilities have invested heavily in these systems in search of a quick, structured methodology for evaluating a client's rehabilitation potential. The concern here is on the improper use of these systems for evaluating rehabilitation potential.

There are programs where vocational evaluation consists of the administration of job samples from a system that is more oriented toward occupational exploration than vocational evaluation. Some of the more frequently used work sample systems are discussed in the next chapter.

25. *Are the evaluators trained in the use of the Dictionary of Occupational Titles (DOT), and is there evidence that the evaluators use the DOT?*

26. *Is there evidence of the use of vocational training areas within the facility for job tryout evaluations?*

27. *Is there evidence of the use of on-the-job evaluations outside the facility such as service stations, grocery stores, etc.?*

28. Does the evaluation report provide answers to the questions asked by the referring counselor?

Summary

The counselor's review of vocational evaluation services should satisfy him that the services he purchases for his clients will provide accurate information to assist in the development of the clients' vocational potential. The questions noted in this section are but a few of the many a counselor could ask. Perhaps the best way to get to know a vocational evaluation program is to spend a few days in the unit. Time constraints and work loads usually preclude this effort, but the rewards in terms of better service for his clients will make the effort worthwhile.

REFERENCE

1. Sankovsky, Raymond, "Characteristics of VEWAA Membership, 1971", Vocational Evaluation and Work Adjustment Association Bulletin, Vol. 4, No. 2, June, 1971.

SECTION V

The Work Sample Approach

In Vocational Evaluation

Over the last few years there has been a significant technological thrust in vocational evaluation, in the form of the development of work sample systems. Today's counselor, reviewing a vocational evaluation report, is likely to come across a number of acronyms or labels like: TOWER, WREST, JEVS, VALPAR, SINGER, and TAP. What are these systems, and what does the information derived from them really mean?

The following reviews of work sample systems have been adapted from a variety of sources, including product advertising brochures. Reference to a specific system does not indicate an endorsement of that system.

TOWER

TOWER is an acronymn for Testing, Orientation, and Work Evaluation in Rehabilitation. The TOWER work sample system was developed by the Institute for the Cripplied and Disabled, now known as ICD Rehabilitation and Research Center.

TOWER uses over 110 work sample tasks such as: typing, one-hand typing, payroll computation, drawing to scale, free hand sketching, soldering wires, and blueprint reading.

These tasks are grouped to cover 14 occupational areas: clerical, drafting, drawing, electronics assembly, jewelry making, leathergoods, lettering, machine shop, mail clerk, optical mechanics, pantograph, sewing machine operation, workshop assembly, and welding.

The qualitative and quantitative standards for each of the work sample tasks were developed in accordance with industrial requirements.

During the evaluation, the client performs a number of job tasks related to an occupational area; he is not required to go through the entire sequence of job tasks in a particular occupational area. In most cases, the last job task performed involves the use of every tool in all the job tasks for an occupational area.

A hand tool is usually introduced near the completion of a task and the client is shown through both written and oral instructions how to handle the tool. Frequently, demonstrations are provided and the client has an opportunity to practice using the tool prior to his rated task performance. For example, in Jewelry Manufacturing,

the client is sequentially introduced to a saw, needle files, electric drill, pliers, and a soldering torch, before he actually constructs a piece of jewelry.

There is no specified entry point on the TOWER. Where the client begins depends on the client's level of functioning, his interests, limitations, assets, and other factors.

The TOWER vocational evaluation report should include information on the client's attendance record, rating of work and personal characteristics and performance.

Some advantages of the TOWER system are:

1. The system has been well researched. The manuals are well prepared, neatly compiled, and directions for administration are clear.
2. Many of the job tasks are geared to the production of a finished article, rather than the assembly and disassembly of a product.
3. The job tasks can be repeated with the opportunity for subsequent upgrading. This provides information on the client's ability to learn from experience.
4. The sample system is open-ended and evaluators are encouraged to expand or modify the system.

For additional information on the TOWER system, contact:

ICD Rehabilitation and Research Center
400 First Avenue
New York, New York 10010

SINGER

The Singer Vocational Evaluation System is a series of work sample stations, equipped with hand tools and programmed with filmstrips and audio cassettes to provide instructions on the use of tools, and information to complete specific tasks.

There are 17 work stations in the Singer system: basic tools, bench assembly, drafting, electrical wiring, plumbing and pipe fitting, woodwork and carpentry, air conditioning and heating, welding and soldering, clerical, needle trade, medical service, small engine service, masonry, sheet metal work, cooking and baking, cosmetology, and data calculation and recording.

One of the advantages of the Singer system is the audio-visual format for instruction. This approach provides the client with an opportunity to see and hear what he is required to do, rather than just to read about it.

Although the Singer system is an excellent mechanism for occupational exploration and interest stimulation, the absence of basic research to document its status as a vocational evaluation system must be noted. A listing of job titles, DOT code numbers, and the related industry, has been compiled for each of the work samples. The procedure and rationale for relating the various job titles to the specific work samples is not clear.

This sytem has a natural appeal — it 'looks good'. In addition, there is an excellent assortment of tools that are actually used in fabricating a product. The audiovisual format shows you how to do it. Two cautions in the use of this system with the handicapped, are in the extrapolation of the results and performances beyond those that have thoroughly researched, and in the use of this system to the exclusion of some of the more established vocational evaluation procedures in rehabilitation.

For additional information on the Singer system, contact:

Singer Education Division
Career Systems
80 Commerce Drive
Rochester, New York 14623

WREST

The Wide Range Employment Sample Test (WREST) was developed in a rehabilitation workshop situation. Observations were made of movements and motions in typical workshop production situations and criteria for time and number of errors were established on the workshop population. In addition, production times and errors were collected on individuals in regular production shops, industry, commerce and service. Comparison of these industrial norms to the workshop norms provides a mechanism for estimating the readiness of a client to enter competitive employment.

The WREST relies on a series of 10 uncomplicated performance samples, each of which lasts 7 to 15 minutes.

Some of the tasks in the WREST are: Single and double folding of paper, pasting, labeling, stuffing envelopes, stapling, packaging, measuring, assembly, tag stringing, collating, color and shade matching, and pattern matching. The WREST can be administered individually in 1½ hours.

Sample tasks from the WREST may be repeated as often as desired. In fact, it is suggested that the client be taught and coached to see how fast and how well he learns if given sufficient opportunity.

Total score for the 10 samples of the WREST provide information on the efficiency level of a client in work of a technical nature.

Although the WREST can be used with any population, it can provide vocationally related information on client groups for

whom traditional approaches are not feasible, such as, individuals with little or no reading ability, the mentally retarded, and those for whom no vocational potential has been identified.

For additional information on the WREST system, contact:

Guidance Associates of Delaware, Inc.
1526 Gilpin Avenue
Wilmington, Delaware 19806

VALPAR

The Valpar Component Work Sample System was researched and developed over a period of ten years and is one of the newest systems in vocational evaluation. It is based on work samples which measure universal worker characteristics.

There are 12 work samples in the Valpar System and additional samples are being developed. The current samples include: small tools, size discrimination, numerical sorting, upper extremity range of motion, clerical comprehension and aptitude, independent problem solving, multi-level sorting, simulated assembly, whole body range of motion, tri-level measurement, eye-hand-foot coordination, and soldering and inspection.

Work samples were selected by the following criteria. Each sample must:

1. Be designed for optimal vocational evaluator efficiency.
2. Be designed for simplicity, durability and mobility.
3. Measure universal characteristics of human work potential.
4. Be designed to maximize evaluator efficiency. That is, each sample must be designed so that it is readily scored, is recyclable and ready for reuse at the completion of the sample. In this manner, the evaluator's time is not consumed in work sample preparation.
5. Lend itself to environmental manipulation for observations of the client's work behavior.

6. Be marketable at a reasonable price.

7. Be both attractively packaged and functional.

8. Be innovative and must not only measure universal worker characteristics, but should also measure areas previously ignored by standardized work samples on the market.

9. Be an independent functioning component which can be utilized to fill the individual needs of facilities.

10. Be designed so that it can be administered by evaluators with varying degrees of experience.

11. Be related to the job requirements and worker traits arrangement data in the Dictionary of Occupational Titles.

Valpar felt that other work samples overlooked the motivation of the client to complete the sample to the best of his ability, and tried to develop samples which maximized the motivation of the client.

Individual samples were developed as part of an ongoing, comprehensive delivery system of rehabilitation services to disabled clients. Each of the samples provides data on time error and performance norms based on clients who were administered the system.

For additional information on the Valpar Component Work Sample System, contact:

Valpar Corporation
655 N. Alvernon Way, Suite 108
Tuscon, Arizona 85716

JEVS

The Jewish Employment Vocational Service (JEVS) work sample system originated in the 1950's as a tool for identifying the capabilities of rehabilitation clients. Originally, there were over 100 work samples in the system, but a battery of 28 work samples comprises the current JEVS work sample system.

The samples in the system were selected to minimize the effects of educational deficiencies. The tasks in the system are arranged in order of increasing difficulty in judgment, reasoning and ability.

Prediction of the client's occupational potential and capability is based on the pattern of performance on the total battery of work samples. This requires the administration of the entire battery to each client, with an approximate administration time of 40 hours per client.

JEVS work samples are partitioned into 10 subdivisions, with each subdivision relating to the data-people-thing-hierarchy of the Work Trait Group Arrangements in the Dictionary of Occupational Titles. Each work sample is scored with respect to time and quality. A client who scores satisfactorily on time and quality on a representative number of samples within a Particular Worker Trait arrangement, is identified as having potential for employment in those jobs listed in that subgroup.

There are two basic concerns about the JEVS system. First, the client data, which were used to establish norms for time and quality was not adequately researched or documented. Second, the work samples do not adequately reflect the characteristics in a Worker Trait Arrangement group and the number of work samples in each grouping is insufficient.

The following Worker Trait Arrangement Groups are identified by the JEVS system with the corresponding work samples:

Worker Trait Arrangement Group		Work Samples
1.	Handling	Nut, bolt washer assembly, rubber stamping, washer threading, budgette assembly, sign making;
2.	Sorting, Inspecting, Measuring and related	Title sorting, nut packing, collating leather samples;
3.	Tending	Grommett assembly;
4.	Manipulating	Union assembly, belt assembly, ladder assembly, metal square fabrication, hardware assembly, telephone assembly, lock assembly;
5.	Routine checking and recording	Filing by numbers, proofreading;
6.	Classifying, filing and related	Filing by letter, nail and screw sorting, adding machine, payroll computation, computing postage;
7.	Inspecting and stock checking	Resistor reading, payroll computation, computing postage

8.	Craftsmanship and related	Pipe assembly, and any of the following: resistor reading, blouse-making, vest making, condensing principle
9.	Costuming, tailoring, and dressmaking	Blousemaking, vest making and any of the following: resistor reading, pipe assembly
10.	Drafting and related	Condensing principle and any of the following: resistor reading, pipe assembly, blouse and vest making

The JEVS system has a well developed behavioral observation component which provides for systematic recording of the client's behavior during his performance on the work samples.

Considerable research and development is now going on with the JEVS battery under the sponsorship of the Department of Labor.

For additional information on the JEVS Work Sample System, contact:

Jewish Employment and Vocational Services
1913 Walnut Street
Philadelphia, Pennsylvania 19103

MDWES

The McCarron-Dial Work Evaluation System (MDWES), is a vocational evaluation procedure developed to assess the vocational competency and training needs of mentally disabled persons. The system is normed on groups of mentally retarded, chronic emotionally disturbed, and cerebral-palsied adults from sheltered workshops and communities.

The final score yields 5 areas of vocational functioning: Daycare, work activity, extended sheltered employment, transitional training and community placement.

The system includes an assessment on 5 factors:

1. Verbal-Cognitive: Measured by the Wechsler Adult Intelligence Scale or the Stanford Binet.
2. Sensory: Measured by the Bender Visual Motor Gestalt Test and the Haptec Visual Discrimination Test.
3. Fine and Gross Motor Abilities: Measured by the McCarron Assessment of Neuromuscular Development.
4. Emotional Adjustment: Measured by the Observational Emotional Inventory.
5. Integration Coping: Measured by the Behavioral Rating Scale.

For additional information on the MDWES, contact:

Commercial Marketing Enterprises
11300 N. Central Expressway, Suite 105
Royal Central Tower
Dallas, Texas 75231

SECTION VI

Counselor Resources for

Vocational Evaluation

The single most significant resource for information and materials on vocational evaluation is:

Materials Development Center (MDC)
Department of Rehabilitation and
Manpower Services
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

MDC was established five years ago as a national source for the collection, development, and dissemination of training materials and actual procedures pertinent to work evaluation, work adjustment, and related aspects of the vocational rehabilitation process.

Print Materials

Vocational Evaluation and Work Adjustment: A Book of Readings, by Sankovsky, Arthur, and Mann, was originally published by Auburn University, and has gone through four reprintings. Although this publication is somewhat outdated (1970), it provides an overview of the vocational evaluation process. The publication is currently available from the Materials Development Center at a price of $3.00

Vocational Evaluation for Rehabilitation Services, edited by Cull and Hardy, is a collection of articles on vocational

evaluation. The book describes vocational evaluation and its importance in the rehabilitation of handicapped persons. It is available from Charles C. Thomas, Publishers.

Readings in Work Evaluation is a collection of articles on work evaluation that have not had wide distribution in the professional journals. This collection, edited by Walter Pruitt, is available for $2.50 from the Materials Development Center.

A Colloquy on Work Evaluation — The January-February, 1970 issue of the Journal of Rehabilitation was a special issue devoted to vocational evaluation. Twelve articles and a selected bibliography on vocational evaluation is presented.

Positions on the Practice of Vocational Evaluation, edited by Stanley Crow, is a compilation of position papers on topics related to vocational evaluation. This publication is the work of a study committee of the Vocational Evaluation and Work Adjustment Association (VEWAA) which attempts to define the state-of-the-art in vocational evaluation and to identify future needs. A companion document is Atlanta Synthesizing Conference, which includes reactions of individuals to the VEWAA study. Copies of both publications may be purchased, from the Vocational Evaluation and Work Adjustment Association, 1522 K Street, N.W., Suite 500, Washington, D. C. 20005, at a cost of $1.00 per publication.

Effective Report Writing in Vocational Evaluation and Work Adjustment Programs, by Thomas Esser, is a publication the counselor may find useful. The author details some of the problems a counselor can experience with vocational evaluation reports, and he describes a variety of report writing formats. This publication is available for $2.50 from the Materials Development Center.

Work Evaluation and Adjustment: An Annotated Bibliography 1947-1973 and A 1974 Supplement — This annotated bibliography provides a comprehensive documentation of the literature on vocational evaluation. The publication uses the Keyword-out-of-context System (KWOC). Key words are selected from included documents and publications, and listed alphabetically along with the full title of the document. The reader can then identify an annotation of the articles by code number. Eight hundred and ninety-five references are cited. Available from the Materials Development Center for $2.50.

Suggested Publications for Developing an Agency Library on Work Evaluation and Work Adjustment, 1974 provides information on many of the basic printed materials available on vocational evaluation and work adjustment. Available from the Materials Development Center.

Vocational Evaluation and Work Adjustment Services in Vocational Rehabilitation, 1972 resulted from the Tenth Institute on Rehabilitation Services. It is intended primarily as a guide for rehabilitation counselors for making appropriate use of vocational evaluation and work adjustment programs. Areas covered include definitions and descriptions of vocational evaluation and work adjustment, client progress reports, personnel qualifications, and cost of evaluation and work adjustment services. Available from the Materials Development Center for $2.00.

Films

Assessment is a 16mm color film produced by the Alabama Rehabilitation Media Service. The film describes and portrays five techniques of vocational evaluation being used in rehabilitation facilities and programs: psychological testing, job samples, situational assessment, job analysis and job tryout. Advantages of and difficulties encountered with each approach are discussed. The film was designed as an orientation to vocational evaluation for in-service training and university-related training programs. Available for purchase or rental from the Materials Development Center.

The TOWER Evaluators is a 16mm color film produced by the Institute for the Crippled and Disabled. This film describes the TOWER Work Sample Evaluation System. It portrays three evaluators with different rehabilitation backgrounds who come to the Institute to learn how to use the system. Available for purchase or rental from the ICD Rehabilitation and Research Center, 400 First Avenue, New York, New York 10010.

Industrial Engineering in Rehabilitation is a twenty minute, 16mm film about the use of industrial engineering in a rehabilitation facility, and how it can help in client evaluation and in improving workshop production. The film was produced by MDC and is available for purchase or rental.

Sound and Slide Presentations

The MDC has produced for rental or sale, a series of sound and slide presentations on many job or work sample systems currently available. These presentations are designed to orient the vocational evaluator, counselor, or other rehabilitation service provider, to the purposes, organization, and physical components of the job sample batteries.

Each consists of a series of 35mm slides and an audio cassette. The following presentations are currently available:

1. JEVS Work Sample Battery
2. Singer Vocational Evaluation System
3. TOWER Work Sample Battery
4. Wide Range Employment Sample Test (WREST)
5. Talent Assessment Program (TAP)
6. VALPAR
7. McCarron - Dial Work Evaluation System (MDWES)
8. Dexterity Tests

For loan, rental, or purchase information on the sound and slide presentations, contact the Materials Development Center.

Training Resources

Resources for training in vocational evaluation are of two types—academic and short term.

The short term training programs are generally very intense, highly structured sessions ranging from a few days to six weeks. These short term training programs are designed for new or practicing vocational evaluators but are open to anyone, space permitting. Two of these short term training programs focus on the respective work sample batteries offered by the programs: (1) the TOWER at the Institute for the Crippled and Disabled in New York, and (2) the JEVS, at the Philadelphia Jewish Employment and Vocational Service. The TOWER

training program provides some training beyond the use of the TOWER system but the JEVS training is highly specialized and focuses primarily on the JEVS work sample system.

Short term training in vocational evaluation is provided at Auburn University, University of Wisconsin-Stout, University or Arizona, University of Maryland, University of Tennessee, North Carolina University, North Texas State University, and University of South Florida. Except for the University of Wisconsin-Stout, the short term training programs generally restrict participants to residents of the respective regions, with the University of South Florida being restricted to residents of the state. The program at South Florida is one of the few that focuses on training rehabilitation counselors in the vocational evaluation process.

Academic training in vocational evaluation is provided in a few university programs. Included among these are Auburn University, University of Wisconsin-Stout, University of Arizona, and North Texas State University.

Additional short term and academic training programs in vocational evaluation are in the developmental phases but many are not geared to training the rehabilitation counselor.

With the new responsibilities generated by the 1973 Rehabilitation Act, the counselor is beginning to approach the role of a counselor-evaluator. Counselors and training officers of the state agencies must continue to search for more appropriate training in the evaluation of rehabilitation potential. At present, the mechanism for a unified, comprehensive approach to this training for rehabilitation counselors is just not available.

APPENDIX A

The Vocational Evaluator

1. Does the vocational evaluator know what an Individualized Written Rehabilitation Program (IWRP) is?

2. Is there at least one full-time vocational evaluator in the vocational evaluation unit?

3. Has the vocational evaluator received formal academic training in evaluation?

4. Does the evaluation staff meet the standards recommended by the state agency?

5. Is there an in-service training program for new evaluators?

6. Is adequate time provided for vocational evaluators to review current literature and research in their field?

7. What books, reports, or materials related to vocational evaluation have they reviewed within the last year?

8. Are vocational evaluation staff encouraged and permitted to participate in local state, regional, or national programs related to vocational evaluation?

9. Does the evaluator belong to the professional association?

10. Is the vocational evaluator familiar with the Code of Ethics regarding testing and confidentiality of information?

11. Does the facility have a job description for the vocational evaluator?

Physical Characteristics of the Vocational Evaluation Program

1. Is there a specific area within the facility designated as the vocational evaluation unit?

2. Is the physical size of the evaluation unit adequate to handle the number of clients assigned to it?

3. Is a soundproof or quiet testing room available for administration of psychological tests?

4. Are the client case records and data sheets used by the evaluator kept in a secure place when not in use?

5. Does the evaluator have ready access to a private office for use in speaking confidentially to the client, family, counselor, or other related staff?

The Vocational Evaluation Process

1. Are the objectives and goals of the vocational evaluation program stated in writing?

2. Have criteria for accepting clients into the evaluation program been established, based on the limitations and assets of the program?

3. Is there evidence that only those clients who could benefit from the evaluation are accepted into the vocational evaluation program?

4. Is there evidence that the vocational evaluation program is reviewed periodically so as to incorporate new strategies or technologies?

5. Is adequate referral information obtained prior to admitting the client to the evaluation unit?

6. Is an orientation to vocational evaluation services routinely provided for new clients?

7. Are case conferences routinely conducted to review client progress and problems?

8. Are referring counselors invited to participate in the case conference?

9. Does the evaluator maintain a continuous record of the client's performance, behaviors, and other factors that could related to vocational potential?

10. Is information on meetings, staffings, and client progress routinely recorded in the client's file?

11. Is there evidence that throughout the vocational evaluation process, the client is involved in the decision-making process?

12. Does the vocational evaluation program provide for involvement of the client's family?

13. Are the client's social skills evaluated, i.e., ability to get along with others, interpersonal skills, etc.?

14. Is the client's tolerance for work or physical capacities evaluated, i.e., standing, stooping, bending, walking, lifting, etc.?

15. Is the client's educational achievement measured and the need for remedial education identified?

16. Is the client's attitude toward work evaluated?

17. Are the client's personal adjustment problems identified, e.g., grooming, hygiene, sex information, etc.?

18. Are the client's reading abilities evaluated prior to administering paper and pencil tests?

19. What psychological tests are routinely available as part of the vocational evaluation process?

20. To what extent are job samples used in the vocational evaluation process?

21. Are the samples administered and scored in a standardized manner?

22. Has the vocational evaluator been adequately training in the use of the system?

23. Are the job samples used in the evaluation related to the major industries and businesses in the local and surrounding communities?

24. Does a client's evaluation routinely consist of going through all the samples of a particular system, with a subsequent evaluation report?

25. Are the evaluators trained in the use of the Dictionary of Occupational Titles (DOT), and is there evidence that the evaluators use the DOT?

26. Is there evidence of the use of vocational training areas within the facility for job tryout evaluations?

27. Is there evidence of the use of on-the-job evaluations outside the facility such as service stations, grocery stores, etc.?

28. Does the evaluation report provide answers to the questions asked by the referring counselor?